

NATIONAL CONGRESS BULLETIN

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Dear Local Presidents:



Mrs. L. W. Hughes

NOW with the waning of summer comes the quickening pulse of autumn when our schools and colleges are opening once more and the first P.T.A. meeting of the year sets the pace for a busy winter of parent-teacher work.

Because we want every parent, every teacher—indeed every adult in the community—to know the benefits of parent-teacher membership, we shall hope for the largest enrollment in our history. But at the same time we must be careful not to concentrate on numbers alone. We must continue to seek a *working* membership composed

of men and women who do far more than pay dues and carry a membership card. Let us then make sure that every member really *belongs*, really feels that his share in the program is well worth his best efforts.

By the time this *Bulletin* reaches you, another fall meeting of the Board of Managers will have been added to the roster of the year's events. We are looking forward to a profitable session at which we may consolidate our plans for this final year of the present administration.

Cooperation with Colleges

An important phase of our work in the field of school education is that of cooperation with colleges. For this reason one feature of our Board meeting will be a joint conference of national chairmen and state presidents to consider various aspects of this work.

Each year more and more has been done to encourage colleges everywhere—especially teacher education institutions—to acquaint their students with the work of the National Congress. One of the most successful projects along this line has been our annual three-week credit course in parent-teacher leadership at Northwestern University.

Then, too, this month our three-year program of cooperative study in parent-teacher leadership gets under way at Northwestern under the direction of Dr. E. T. McSwain, professor of education. As one part of this program, the university curriculum will include two courses in parent-teacher education—one for undergraduate students and the other for teachers and school administrators doing graduate study.

In the past even the fact that our regular parent-teacher institutes were frequently held on college campuses served to make both faculty and students more aware of the letters "P.T.A." But recently our state branches have been foster-

ing a closer relationship with state educational institutions. In cooperation with administrators, a number of states have held college workshops on home-school-community cooperation in order to acquaint school people with the true meaning of the parent-teacher movement.

Among the states holding such workshops or conferences this summer were Illinois, Iowa, Maine, Maryland, Mississippi, Montana, Nebraska, New York, North Dakota, Oklahoma, Oregon, Rhode Island, South Dakota, Tennessee, Washington, and Wyoming. Other states are planning to stress home-school relations in similar fashion, so that one day there can be no prospective or in-service teachers who are unfamiliar with the work of the P.T.A.

Because our interest in education and the teaching profession is of such long standing, I was privileged to bring greetings from the National Congress to the teachers of America at the 1948 Representative Assembly of the N.E.A. in Cleveland in July. At one session I also made the opening statement on the work of the Joint Committee of the N.E.A. and the N.C.P.T., which served as a springboard for discussion of this important liaison group.

Health Activities

Significantly, the National Health Assembly held in Washington, D. C., last May gave recognition to the value of such a program as our Summer Round-Up, an idea which we know has been emulated by many state health departments in recent years. Although complete figures on our latest Round-Up are not yet available, we do know that the total number of P.T.A.'s registering will exceed 7,000. This means that some 150,000 children will again have had the benefit of a physical checkup before entering school. Now we must be vigilant in our follow-up work, for only if all remediable defects are corrected will we have achieved our full goal.

Speaking of the National Health Assembly, I might add that the need for our health bill was clearly evident at that meeting, for the extension of local public health departments was declared to be one of the most essential first steps in any comprehensive health program. You may be interested to know, too, that the Assembly is to have a continuing function in helping to develop a ten-year health program for the nation, as suggested by President Truman. I am happy to represent the National Congress on the executive committee of the Assembly as well as on the board of directors of the National Health Council.

United Nations and UNESCO

On September 27-29 I shall be attending the annual meeting of the U.S. National Commission for UNESCO in Boston. In this connection I want to express my hope

(Continued on page 2)



Señorita Panchita Soubllette (left) shows her hostess, Mrs. L. W. Hughes, a favorite religious medal handwrought from the gold of Venezuela.

(Continued from page 1)

that you will give prominence to United Nations Day on October 24. As a member of the National Citizens' Committee for United Nations Day, I have a personal as well as an organizational interest in the observance.

A Venezuelan Visitor

Recently I was more than pleased to have as my house guest Senorita Panchita Soubllette of Caracas, Venezuela. We became acquainted at the International Assembly of Women in 1946 and renewed our friendship during my Venezuelan visit. Senorita Soubllette is a juvenile court judge in Caracas and a member of the Venezuela Congress as well. Together we visited the juvenile court in Memphis over which the renowned Judge Camille Kelley presides, for naturally the senorita's deepest interest lies in the children with whom she deals. "They are never delinquent," she declares; "they just have problems."

I could not help wishing that every American might know someone from another country as well as I have come to know Senorita Soubllette. These are the friendships which, if multiplied by thousands, would truly make war impossible.

* * * * *

To you who are entering upon the first year of your new duties as president, I extend my personal good wishes for success in the work that is so important to all of us. And to you who are building upon past accomplishments in your office, may I express the hope that the year will be one of continued progress and achievement.

Faithfully yours,

Mabel H. Hughes

President

National Congress of Parents and Teachers

Annual Workshop in Parent-Teacher Leadership

FROM August 9 to 27 the John Evans Center at Northwestern University was humming with the activity of the annual workshop in parent-teacher leadership. This three-week credit course, conducted for the third year on the Northwestern campus, is offered jointly by the School of Education and the National Congress.

Dr. E. T. McSwain, professor of education and director of the summer session, served as coordinator of the workshop, assisted by Mrs. J. W. Bingham, National Congress chairman of Cooperation with Colleges. Mrs. L. W. Hughes, national president, and Mrs. John E. Hayes, first vice-president, addressed the group and were available for consultation as well. Also assisting with the workshop were Fay Kaigler and Mrs. Marguerite Scheid, field consultants of the National Congress.

Eight scholarships for the course were awarded by the National Congress. Among

the state congresses providing other scholarships were Connecticut, Florida, Kansas, Michigan, Mississippi, Nebraska, Tennessee, and Texas. The class of fifty included eleven school principals, eleven professors of education, eight elementary school teachers, six junior high school teachers, three high school teachers, the director of a nursing school, a college dean of men, a district supervisor, a music teacher, a director of state field service, and four state congress officers.

Mrs. Hughes, in addressing the group, discussed "The Philosophy and Action Areas of the Parent-Teacher Organization." Emphasizing the fourth area of the Four-Point Program, she said, "The family is, in the last analysis, our greatest consumer of the benefits of health, education, and world understanding; moreover, it is also the ultimate producer of these benefits. . . . Only children from homes where the very atmosphere is one of freedom, wholesomeness, and cooperation . . . can grow into adults capable of managing the affairs of a united world. And only parents

equipped to provide such homes can give us the kind of men and women we need for the world of tomorrow."

Other topics discussed at the workshop were:

- "Psychological Concepts That Underlie Group Dynamics"
- "Productive Techniques in Home-School Cooperation"
- "Appraising Achievements and Obstacles to Progress in Parent-Teacher Programs"
- "Unfinished Business in Education for World Understanding"
- "Unfinished Business in Improving Conditions for Healthy Living"
- "Unfinished Business in Meeting Education Needs of America's Children and Youth"
- "The Role of the Teacher in Home-School Cooperation"
- "The Role of Colleges and Universities in Parent-Teacher Education"
- "The Role of the School Administrator"

At the first session Ernest O. Melby, dean of the School of Education at New York University, spoke during his brief stopover in Evanston.

Northwestern faculty members who lectured at the workshop were Albert C. Van Dusen, associate professor of psychology; Eugene S. Lawler, professor of education; and J. M. Hughes, dean of the School of Education. Other speakers were Arthur Rice, managing editor of *The Nation's Schools*; William Van Til, professor at the University of Illinois; Henry Vaughn, M.D., head of the School of Public Health, University of Michigan; and Herold C. Hunt, general superintendent of schools, Chicago.

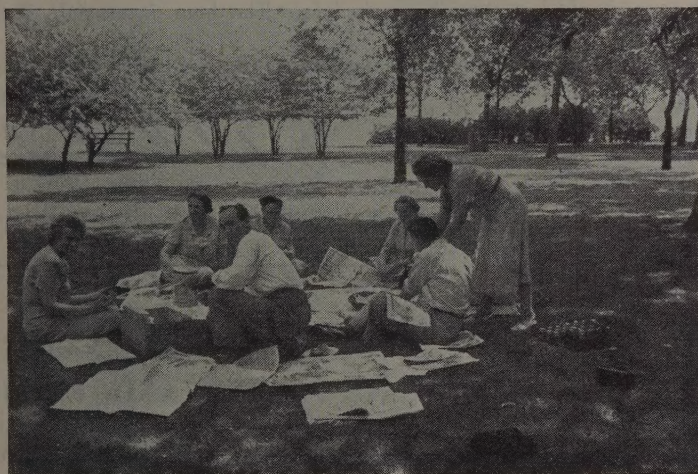
On August 17 Ralph H. Ojemann, national chairman of Parent Education, discussed "Unfinished Business in Parent and Family Life Education." Mrs. Bingham spoke twice, first on "Effective Use of Leadership Resources To Further Local and State P.T.A. Activity" and again on "The Important Role of Lay Leadership." On Friday, August 20, Mrs. Hayes gave a progress report and forecast for the future of the Four-Point Program.

The workshop schedule was flexible enough to allow ample time for group work. Excellent use was made of "Discussion 66," the technique demonstrated

at the National Congress convention panel on world understanding. Many reports were presented in the form of interesting group dramatizations. A question-and-answer period followed each one of the lectures, and a good deal of community singing created an enjoyable atmosphere of good fellowship.

Several special events scheduled during the three-week course enabled all those attending to get well acquainted. On Thursday, August 12, the National Congress entertained the workshop participants and the School of Education staff at tea. Then on August 14 everyone attended the Chicago Music Festival at Soldier Field, through arrangements made by Mrs. J. W. Heylman, national chairman of Music.

The following week the group took a chartered bus tour of interesting places in Evanston and Chicago, including a visit at the National Office at 600 South Michigan Boulevard. The final social event was an informal dinner given by Northwestern University in honor of the participants and visiting officers of the National Congress on Thursday, August 26.



There was fun, too, at the Northwestern University parent-teacher leadership course. The students had only to cross the street from John Evans Center to relax in a grassy park along the shore of Lake Michigan. Here Maxine Grissom, director of field service for the Oklahoma Congress, is serving fried chicken to a group of her fellow classmates and their guest, Mrs. J. W. Bingham, national chairman of Cooperation with Colleges. Reading in clockwise order, the seated picnickers are Anne M. Goebel, assistant professor of education, Kansas State Teachers College, Emporia, Kansas; Mrs. Bingham; Mrs. Julia Bartman, coordinator, education department, Willimantic State Teachers College, Willimantic, Connecticut; Mary B. Brooks, associate professor of education, Georgia State College for Women, Milledgeville, Georgia; Garold Holstine, director, University Laboratory School and Student Teaching, University of Oklahoma, Norman, Oklahoma; and William E. Lipsey, assistant professor of education, Western State College, Macomb, Illinois.

CLOSE KINSHIP IN P.T.A. WORK

• A recent issue of *Home and School* published by the Home and School Council of Great Britain brings home the fact that the interests of parents and teachers are much the same the world over. The Devonshire Road Junior Mixed School P.T.A. at Smethwick in Stafford, for example, invited a representative of a local education committee to speak on "The Educational Outlook in Smethwick" at the first meeting of the year. Members then visited the Holly Lodge High School for Boys and heard an address by the headmaster on "What the Grammar School Offers the Junior Boy." Aside from the slight differences in terminology, the account might well have appeared in one of our own state parent-teacher bulletins.

Another association in Leadgate, Durham County, has had talks by the county inspector on "School and Home" and by the school clinic doctor on "Children's Ailments and Cooperation Between Home, School, and Clinic." Other topics of interest were "Humour in the Child," "The Unwanted Child," and "The Education Act."

Birthday celebrations similar to our Founders Day programs are also held by P.T.A.'s in England. The Priestman Central School P.T.A. in Bradford, Yorks., celebrated its twenty-first birthday last year. This P.T.A. had a great part in the organization of the Local Federation of Parent-Teacher Associations as well as the Yorkshire Council. The association, like those here in America, has "found a definite niche in the school life," just as have the P.T.A.'s of the National Congress.

Such comparisons are heartening indeed, for they confirm the worth of parent-teacher work for the children of every nation.

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NATIONAL CONGRESS OF PARENTS AND TEACHERS EDITORIAL STAFF

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MEMBERSHIP PROCLAMATION

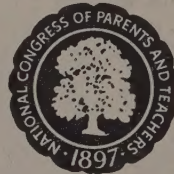
patriotic crusade. We may hope that in a very short time every parent and every teacher in the nation will have realized the need of united, organized effort and will have found a place in the ranks of the National Congress.

When that time comes, we shall have done far more than increase our membership. We shall have provided thousands of children with innumerable benefits otherwise beyond their reach; and, scarcely less important, we shall have provided thousands of men and women with a worthwhile purpose in life—a purpose that will give new life and meaning to their endeavors. We shall have contributed the cornerstone for the building of tomorrow's world.

NOW therefore I, Mabel W. Hughes, president of the National Congress of Parents and Teachers, do hereby designate the month of October as membership enrollment month, and I call upon every parent-teacher association and every member to make the need known and the remedy available. I call upon every member to take personal stock of personal parent-teacher values and to make those values known to as many others as possible. The time is ripe; the need for action is great. Delay and inertia may well mean disaster. Let our efforts be measured by our faith in parent-teacher ideals and guided by our knowledge of parent-teacher principles. The hour is crucial. We must not fail.

To this proclamation, accordingly, I have set my hand and the seal of the National Congress of Parents and Teachers.

Mabel W. Hughes
President
National Congress of Parents and Teachers



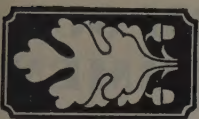
OBJECTS OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

7 HE National Congress of Parents and Teachers is faced this year with a new and direct challenge. All over the nation there has been such an awakening to the importance of children as a national resource that we cannot fail to see in it a priceless opportunity for making our purposes known and our long-range program effective.

America, we all say, must be strong and steadfast and rooted in fundamental truth. But what is fundamental truth? There is some disagreement here. We of the National Congress are in the unique position of an organization pledged to the support of one part of fundamental truth that nobody disputes or denies—the absolute certainty that no nation is stronger than the strength of its youth. The health, education, and welfare of children and adolescents today represents the state of the nation tomorrow. All the military and diplomatic strength in the universe cannot preserve a nation whose children are neglected.

IT is no new thing for us to think and speak of our children as a national resource. We have been doing both for many years. What is new and challenging is the fact that the nation is now ready to listen and be convinced. The time is ripe for distinct, direct, and decisive action. Our Four-Point Program covers all essentials. It becomes our immediate responsibility to make that program familiar to every American, man or woman, in these United States. It becomes our further responsibility to see to it that no stone is left unturned to bring in new recruits to this paramount service. Patriotism always flames high in time of war; but as civilization progresses beyond the need of war and men's eyes are opened to vital peacetime problems, we may hope to be on the vanguard of a new and higher



Publications Information

HOW familiar are you with all the publications provided for your association by the National Congress? Do you know that the *free distribution* of thousands of copies of parent-teacher publications is one of the major services rendered by the Congress to its 30,344 P.T.A.'s and leaders? There is no topic of parent-teacher interest that is not included in one or another of the many books, pamphlets, periodicals, and leaflets supplied annually.

For example, here is the list of materials provided since April 15, 1948, together with the dates on which they were shipped to the state congresses from the National Office in Chicago:

Title	Quantity	Date Shipped, 1948
Bylaws, National	10,000	July 2
Choral Groups	55,000	July 20
Congress publications order blank	75,000	July 15
Convention Report	3,500	July 13
Councils of P.T.A.'s	10,000	As requested by state
Developing Worthy Family Life (Prepared for American Education Week)	50,000	Distributed in American Education Week packets June 29
General Information	100,000	August 12
Guiding Principles	55,000	As requested by state
The High School P.T.A.	10,000	As requested by state
How To Organize P.T.A.'s	10,000	As requested by state
Local unit remittance blank	50,000	As requested by state
Looking Toward Tomorrow's Education	55,000	July 15
Magazine study course leaflets	300,000	June 21
Parent-Teacher Manual	85,000	May 27
Manual reprints	485,416	July 23
Membership cards	6,922,649	May 6 to June 14
Program Planning	55,000	August 27
P.T.A. Primer	30,000	June 22
Publicity Handbook	25,000	July 16
Publicity Hints	15,000	August 27
School lunch registration blanks	55,000	July 9
Schools of Instruction	5,000	As requested by state
Study-Discussion Group Techniques	60,000	August 13
Summer Round-Up of the Children	55,000	August 9
Summer Round-Up registration blanks	55,000	July 6
You Are Needed in the P.T.A.	400,000	July 1

Publications distributed in quantities of 55,000 or more provide one copy for each P.T.A., 300 copies for state board members and leaders at district and council levels, and for extension a quantity equal to 15 per cent of the total number of associations. A small surplus of each publication is stocked to fill orders for extra copies, which are provided at cost to the state congresses. (All requests for extra copies of any of the above publications should be directed to the state congress office and *not* to the National Office. The state office will give price per copy.)

In some cases enough copies are supplied to provide more than one copy per association, but the distribution in such instances is left to the judgment of the state leaders.

There are also publications that cover subjects of interest to special groups or to leaders working in certain areas of parent-teacher activity. These are provided in smaller quantities—for example, *Schools of Instruction*, *The High School P.T.A.*, *Councils*, and *Publicity Hints*. Sometimes

publications are reprinted after the initial large distribution. These reprinted editions are usually supplied in quantities of 30,000 to provide for replacements, copies for new leaders, and the like.

In considering the publications service, we should also remember that the *National Congress Bulletin* is sent to every local president ten times a year, and that *National Parent-Teacher: The P.T.A. Magazine* is made available to members at the very low rate of \$1 for ten issues.

We suggest that you check your supplies between now and the first of the year to make sure that you have received your full allotment of parent-teacher publications *provided free* for you by your national organization. If you are minus any of those to which you are entitled, please get in touch with your state president or state office. The state president will be glad to see that you have copies of all publications. Sometimes copies that are mailed to you go astray and never reach your association. The only way your state leaders will know that you did not get all your materials is for you to tell them. These publications are prepared for you, and you will not benefit by them unless you receive and read them.

Besides the aforementioned publications, all of which have been distributed to the state offices, the following free publications are in preparation and will be shipped as noted:

Alphabetical and Subject-Matter Index of Publications	10,000	September 27
Four-Point Program	55,000	September 10
Founders Day	55,000	October 1
How To Build Exhibits	3,500	December 29
Local unit report blanks	55,000	September 15
Proceedings, 1948	3,000	December 15
Summer Round-Up medical record forms	600,000	November 1

In addition to these free printed helps supplied by "the National," state congresses provide other publications that deal with matters of particular concern to individual states. Thus leaders at state and national levels—as well as authors, editors, and experts in all fields of parent-teacher endeavor—combine their skills and experience to give you tools that will make your work more effective and interesting. Remember, too, that a service of such magnitude can be rendered only by an organization which can buy a variety of printed materials in quantities sufficiently large to get low distribution costs per copy.

Sometimes when we think of membership in the P.T.A. we are likely to overlook the great benefits that accrue to us because our local belongs to the state branch and National Congress. Indeed, we frequently get so used to a certain type of service that we take it more or less for granted! Yet parent-teacher work would soon lose its vigor, its appeal, and its effectiveness if the unifying strength of its state and national services were curtailed. *Therefore do make complete use of your national and state publications service.* See that every piece of literature to which your association is entitled reaches the person for whom it is intended. And if you need any more information about any of these publications, get in touch at once with your state office. You will find the address on your membership card.

MRS. E. T. HALE
National Chairman
Committee on Congress Publications



FOUR-POINT PROGRAM OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

1. School Education
2. Health
3. World Understanding
4. Parent and Family Life Education

RURAL SERVICE

FEW rural communities offer the same advantages in school education as may be had in the near-by cities and large towns. Rural youth, however, must face the same difficult situations today as need be faced by any urban youth. The Four-Point Program planning committee can help the rural parent-teacher association to improve the situation for all youth in any rural community. When you have appointed a Four-Point Program planning committee for your unit, please ask the group to consider these suggestions for activities.

1. School Education. Sponsor discussion on what constitutes an ideal rural school system, including

- a. School finances, school laws, organization of the school system
- b. Building and equipment
- c. Training and certification of teachers, size of classroom units, working hours for teachers, housing, attitude toward teachers and teaching
- d. Course of study
- e. Vocational opportunities
- f. Home and school cooperation
- g. Some rural schools have been closed because of consolidation, combining of two or more schools, and transporting pupils to near-by town and village schools. When this occurs there is a void in the community losing its school. Frequently the people in such communities feel the loss. They have no center in which to focus community activities. An effort should be made to have these people continue their interest in the school which their children attend. They should be encouraged to carry on the P.T.A. program or work with the unit where their children attend school.

2. Health facilities are noticeably lacking in many rural sections. The P.T.A. can help extend proper health services to rural areas by building public sentiment to increase appropriations for health units.

- a. Acquaint the community with problems of mental as well as physical health.

3. World understanding grows from personal relationships.

- a. Farm laborers in many sections of the country are native to other lands. These newcomers to the community can find fellowship and understanding in the rural P.T.A. if parent-teacher members will seek out strangers in the community and invite them to participate in P.T.A. activities.
- b. The planning committee may set aside a time to highlight native customs and talents of foreign-born people in the community in the manner of a festival or some other celebration. At the same time activities may be planned to bring the newcomers into harmony with the American way of living.
- c. Sponsor study of the United Nations Charter, UNESCO, and other instruments designed to accomplish world peace.

4. Family living in the open country presents many

SUGGESTIONS FROM OUR NATIONAL CHAIRMEN

Each month several of our national chairmen will offer suggestions for promoting the Four-Point Program. These suggestions should be passed on immediately to the corresponding local chairman as well as to the local Four-Point Program committee. State chairmen, too, are in a strategic position to show how local committees can build unified P.T.A. programs that will bring the full effort of all workers to bear directly on the development of this nation-wide program.

problems for discussion in the rural study group.

- a. Plan study group programs which will include such topics as recreation for all members of the family; library privileges or lack of such privileges; care of handicapped children and children with special problems; lack of opportunity for religious education and church attendance.
- b. Plan for care of children so both parents may be able to attend the parent-teacher meeting.

The rural home provides vitality for our national life. It must be a good home.

—Dr. I. D. Weeks

MENTAL HYGIENE

THE points in our Four-Point Program are a call to work, not simply something for us to approve silently or applaud quietly. Each of the four presents a positive, vital issue, and as national, state, and local chairmen of mental hygiene, we must respond with action. Let these questions guide you in choosing action projects for the P.T.A.:

1. Does your school program provide for the development of mental health as well as physical health among children and teachers?
2. Do teachers have access to good materials in the field of mental hygiene?
3. Are child guidance and mental hygiene clinics available to parents whose children present serious behavior problems?
4. Do the schools provide adequately for the needs of exceptional children?
5. Do we recognize the rights of every child, "regardless of race, or color, or situation"? (*The Children's Charter*)
6. Do we demonstrate our belief in these rights by giving every child a chance?
7. Do we encourage group activities in day camps, playgrounds, and parks where children from varied types of homes may work and play together?
8. Does your community offer to parents and teachers adult education classes and study groups dealing with all age levels of children?
9. Are you familiar with local conditions relating to juvenile delinquency, children's courts, and state institutions?
10. Are you helping to remove the stigma from mental illness and aiding those who have had a breakdown to make a favorable adjustment when they return to their homes?
11. Are you working to make sure that mental hygiene principles are considered on P.T.A. programs as an important part of parent and family life education?
12. Are you making full use of all Congress publications, especially the *National Parent-Teacher*?

—Sara M. Holbrook

RECREATION

NO one has a better opportunity to advance the Four-Point Program throughout the nation than those who are working for better recreation. There are endless possibilities for recreation activities in accomplishing our ultimate goal—helping people to live better and happier with one another in their homes, schools, and communities:

School Education

1. Urge school authorities to include funds for recreation in their budgets.
2. Recommend that recreation programs be made available to all students; offer help in carrying out recreation projects.
3. Urge school authorities to adjust the curriculum so as to include subjects that will help students to choose wise and profitable recreation activities.
4. Urge wider use of school buildings for after-school recreation programs.

Health

1. Accept responsibility for showing how recreation programs, properly directed, will benefit the health of children and youth.

World Understanding

1. Demonstrate how folk dances and other recreational activities of former natives of foreign lands can be included in leisure-time programs in the community.
2. Sponsor or participate in programs observing World Good Will Day.

Parent and Family Life Education

1. Encourage parents to learn how to play with their children and to take part in community recreation.
2. Sponsor family fun nights in homes and community centers.

—Mrs. John F. Ehlers

SCHOOL LUNCH

THE value of the school lunch in terms of health, learning experiences, and gracious living cannot be overestimated. Teaching children to eat a nourishing, well-balanced diet, to know how to choose foods wisely, to learn valuable lessons in sanitation, and to eat a meal with ease and enjoy it—all this makes for strong, healthy, happy children, and is one

of the P.T.A.'s outstanding health projects. The school lunch chairman, therefore, should cooperate closely with the publicity chairman and with other committees in bringing this information to all P.T.A. members and to the public.

The school lunch, to be a successful program, must be an integral part of the total school education program. Not until a child is taught food values and health habits, will he be aware of his need for a nutritious and balanced diet daily. Often the child who is thus informed is of great help in changing poor food habits in his home. Accordingly the program carries a special educational aspect for pupil and parent, enabling both to learn about healthful living.

At this time when children of many lands are not getting the necessary foods they need to become healthy, wholesome citizens, there should be a better understanding of the nutrition problems of other countries—for instance, the main food items served in various countries, why many children have no lunches at all, and so on. An excellent opportunity to stimulate friendlier feeling for children of other nations is afforded by:

1. Inviting a child of foreign parentage to contribute one or more nutritious native recipes to the lunch menu.
2. Suggesting an exchange of letters with children overseas so that the food problems of the world may become more real.

The parent-teacher concept of a successful school lunch program is that it not only teaches children how to remain healthy and happy but it also brings these lessons to their homes, many of which may lack the qualities of gracious living that may be acquired through the child's participation in the school lunch program. A clean, attractive lunchroom where grace before the meal is said or sung daily, where children learn how to eat with ease and enjoyment at a table properly set, where the most timid child feels at ease in the table conversation—all these points are sooner or later reflected in the homes of the community. Consequently it is up to the school lunch chairman to see that P.T.A. members as well as school children receive the greatest amount of benefit from the school lunch program.

—Mrs. Paul H. Leonard



Four-Point Program Exhibit at the Iowa State Fair.

NATIONAL CONGRESS OF PARENTS AND TEACHERS

Executive Committee

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Tennessee
First Vice-president, Mrs. John E.
Hayes, Idaho
Second Vice-president, Dr. Herold C.
Hunt, Illinois
Secretary, Mrs. Gertrude E. Flyte, South
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Members-at-large:

Mrs. Carl R. Brister, New York
Mrs. R. N. Gould, Nebraska
Mrs. James Fitts Hill, Alabama

UNITED NATIONS DAY

October 24

For the first time in history, people all over the world are to join together on the same day for a mutual observance—United Nations Day on Sunday, October 24, as the high point of United Nations Week, October 17–24. The day will be observed by citizens of the United States and all the other fifty-seven countries that are members of the UN organization. It is a time when ordinary men and women and their families will have an opportunity to share personally in the work of the United Nations.

The National Congress has long been in the forefront of the groups that have been wholeheartedly behind international cooperation and world good will. And since 1946 our interest has been intensified by our emphasis on *world understanding*, the third area of the Four-Point Program. Therefore it is most fitting that we give generous support to the celebration of United Nations Day.

PLEASE

If your term of office has expired, will you make it a point to turn over to your successor your file of the *National Congress Bulletin*. It is a mark of good leadership and real efficiency to pass on to new officers all information that will enable them to carry forward their parent-teacher work.

Tell All Members...

ABOUT THESE INTERESTING ARTICLES IN THE OCTOBER ISSUE
OF NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE

STUDY COURSE ARTICLES:

• *Psychology of the Preschool Child*

Brothers and Sisters

by Gelolo McHugh

In all the wide range of human relations, none is more delightful or more rewarding than the brother-sister relation at its best. Unfortunately we do not always see it so, and sometimes we learn too late how to make it rewarding. Dr. McHugh tells parents what they can do to help their children love and understand each other as they grow up.

• *Psychology of the School-Age Child*

Lesson Trouble

by Wilda Rosebrook

When a child doesn't seem to be getting the most out of school, what is the role of the parent who wants to help him? Should he consult the teacher and the principal? Should he give the child any assistance with homework? What physical and emotional factors may be involved in lesson trouble? This article goes into all these questions—with results that will benefit any serious father or mother.

Are They Really Drifting?

by Perry Dunlap Smith

What's the matter with these teen-agers of ours? Must they always be on the go, racing from one activity to another as if they were being pursued? What is it that they really need, and how can we cope with these needs? The author of this article earnestly endeavors to find out—and to share his conclusions with the parents and teachers of adolescent youth.

OTHER WORTH-WHILE ARTICLES:

Envoys in Education

by Edgar J. Fisher

It's a small world, they say, and growing

smaller. But in several ways it's growing bigger, too. Slowly but steadily mankind is coming of age. One of the brighter stars on the world horizon is our growing interest in cultures we once called foreign. A new field of peacetime service is opening to American youth through the exchange of students from other lands—a service no less important than service in war. This article lists the needed qualifications, at the same time making a plea for parents' cooperation.

The High Art of Belonging

II. *Knowing Ourselves as Group Selves*

by Bonaro W. Overstreet

That living is a mutual matter is a truth most people must learn through the travail of experience. In this second article in the current series Mrs. Overstreet, with unfailing insight, describes how it is that man can come to full knowledge of himself only when he realizes his need for others—and their need for him.

The Words We Use

by Bess Sondel

When we talk, do we always know what we're talking about? Well, little children often don't, as everyone knows. What everyone doesn't know, and what the author of this article points out, is that many adults are equally confused. Words and their meanings are too often taken for granted. Dr. Sondel helps parents not only to clarify their own thinking but also to lead their children toward a sure self-knowledge.

Caring for the Convalescent Child

by Pat Balskus

Haunting a parent's waking hours is the fear that the children will get into mischief. Youngsters are so active, so innocent, so indiscreet. But what of the child who cannot get into mischief—confined perhaps to his room, even to his bed? He too is a problem, but largely because many of us lack the imagination and patience to sense and satisfy his needs. This article suggests how to do just that.